DOCUMENT RESUME

ED 368 945 CE 066 277

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TITLE	Monitoring Student Progress. Training Packet for a Two-Session Workshop. Study of ABE/ESL Instructor Training Approaches.
INSTITUTION	Pelavin Associates, Inc., Washington, DC.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	93
CONTRACT	VN90001001
NOTE	96p.; For related documents, see ED 338 605, ED 344 054-056, and CE 066 274-281.
AVAILABLE FROM	Outreach and Technical Assistance Network, 15377 East Proctor Avenue, City of Industry, CA 91745 (related videotape, "Monitoring Student Progress").
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Adult Basic Education; Adult Educators; Adult Learning; Adult Students; Educational Planning; *English (Second Language); Instructional Materials; Lesson Plans; *Student Evaluation; *Student Improvement; *Teacher Education; Teacher Education Programs; Teacher Workshops; Teaching Guides; Transparencies

ABSTRACT

This training packet on monitoring student progress is 1 of 10 developed by the Study of Adult Basic Education (ABE)/English as a Second Language (ESL) Training Approaches Project to assist ABE instructors, both professionals and volunteers. The packet is intended to stand alone and encompasses a two-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about one month apart. Introductory materials include information about the series and the training packet, a workshop overview (objectives, time, materials checklist, preparations checklist), and workshop outline for each session. Trainer notes for each session include a checklist of tasks to be completed before the session and an outline of activities with necessary materials and times. Topics covered in the sessions are as follows: ways of monitoring student progress; lesson planning; and development of lesson plan. Time is allowed for preparation for the home task and feedback on the home task. Trainer's supplements follow each session. Other contents include sample flyers, participant questionnaire, and masters for all handouts and transparencies needed in the sessions. Two background readings are included: Alternative Assessment: An Annotated Bibliography; Portfolios; and Authentic Assessment, Evaluation, and Documentation of Student Performance. (YLB)

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ED 368 945

STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES

MONITORING STUDENT PROGRESS

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CE 066 277

Office of Vocational and Adult Education
U.S. Department of Education
ED Contract No. VN90001001
COTR: Bernice Anderson

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Training Packet for
a Two-Session Workshop on

MONITORING STUDENT PROGRESS

ACKNOWLEDGEMENT

We want to acknowledge and thank the Outreach and Technical Assistance Network (OTAN) in California for their reproduction of the video for this training packet.

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Introduction to
THE ABE/ESL INSTRUCTOR TRAINING SERIES

Scope and Content

The Study of ABE/ESL Training Approaches Project has developed eight training packets to assist ABE and ESL instructors, both professionals and volunteers. Packet topics were selected based on a national review of training content and practices and on recommendations from selected experts representing ABE, ESL, and volunteer programs across the United States.

Packet topics include:

1. The Adult Learner
2. Planning for Instruction
3. Group/Team Learning
4. Monitoring Student Progress
5. Volunteers and Teachers in the Classroom
6. Communicative ESL Teaching
7. Mathematics: Strategic Problem Solving
8. Whole Language Approach

There is no suggested sequence implied in the above listing. Each packet is intended to stand alone. Each encompasses a two-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the two sessions should take place about one month apart. Packets include detailed instructions for workshop leaders and masters for all handouts and transparencies needed in the workshops.

Key Assumptions about Adult Learning

All packets have been designed to guide workshop leaders to model the adult learning principles upon which the packets are based. These principles apply to the training of instructors as well as to educating adult students. Based on the literature about adult learners and the experience of skilled adult educators, *it is assumed that adults learn best when:*

- they feel *comfortable* with the learning environment and they attempt tasks that allow them to *succeed* within the contexts of their limited time and demanding lives.
- they provide *input* into the planning of their own learning goals and processes.
- they have opportunities to engage in *social learning,* i.e., they learn from peers as well as from an instructor.

- they have a *variety* of options appropriate to their learning styles (including sensory modalities, ways of thinking, and both individual and group learning) and have opportunities to analyze and expand their modes of learning.

- they are able to associate new learning with previous *experiences* and to use those experiences while learning.

- they have an opportunity to apply *theory/information* to practical situations in their own lives.

In accord with these assumptions, each packet employs research-based components of effective training and staff development: *theory, demonstrations, practice, structured feedback,* and *application with follow-up.* Key research findings on these components are:

1. The *theory* that underlies any new practice is a necessary but insufficient component of training.

2. *Demonstrations* that illustrate new practices and reinforce their use are essential to full comprehension and implementation.

3. Instructors need to *practice* new approaches in a safe environment and to receive *structured feedback* on their attempts.

4. New approaches need to be *applied* over time in a real situation — preferably ones where continuing feedback and analysis are possible (e.g., peer coaching or mentoring).

Research indicates that long-term change is likely to occur only when all of the above conditions are met.

We hope you will find that these training packets produce effective, long-term results.

About the
MONITORING STUDENT PROGRESS TRAINING PACKET

This training packet employs selected research-based components of effective training and staff development in the following manner:

THEORY: An inductive format is used in presenting theory. This approach requires participants to extract theory from experiential activities rather than memorize theory from a lecture (a deductive format). Through analyzing the workshop activities and their own monitoring experiences, participants learn about and internalize theory by discussing it with others.

DEMONSTRATION: A video of an ABE class combined with focus handouts enables participants to identify and analyze the components of monitoring student progress presented in the packet.

PRACTICE: During Session One, participants work in small groups to develop a plan for monitoring student progress. The trainer then facilitates a group sharing of this plan.

Between Sessions One and Two, participants have the opportunity to practice integrating the monitoring of progress into their individual lesson planning and teaching.

STRUCTURED FEEDBACK: During Session Two, participants have the opportunity to compare and modify the lessons they have planned and taught at their home sites.

APPLICATION: Finally, participants will be able to construct new lessons that systematically apply principles of monitoring student progress to lesson planning and teaching.

REFLECTION ON WORKSHOP PROCESSES: During the workshop, participants analyze the type of thinking and learning that the workshop activities stimulate. As a result, participants become conscious of the theories and assumptions that underlie and guide the monitoring of student progress.

During these training sessions, "learning by doing" will be the focus. Participants will experience new instructional approaches, and then reflect upon, analyze, and generalize from their experiences. Such learning is more likely to be remembered and used than rote learning.

About the Participants...

This training packet is designed for persons involved in some aspect of adult ABE/GED/ESL instruction — for example, teaching, tutoring, or supervising. It is important for participants to attend <u>both</u> sessions.

WORKSHOP OVERVIEW

Objectives: By the end of Sessions One and Two, participants will be able to:

1) identify reasons for monitoring student progress;

2) identify a variety of ways to monitor student progress;

3) integrate monitoring into their lesson planning.

Time: Total time required for workshop: approximately 8-10 hours:

- Session One: 3 hours
- Interim Activities at Home Sites: approximately 2-4 hours over a one month period
- Session Two: 3 hours

Materials Checklist: Hardware:

- VHS Player (½-inch) and Monitor
- Overhead Projector

Software:

- Video
- Packet Handouts
- Packet Transparencies
- Blank Transparencies and Transparency Pens

BEFORE SESSION ONE

The following tasks should be completed *before* Session One of the workshop:

- ☐ **Send out flyers** announcing the workshop series. (See page 25+ for a sample.)
- ☐ **Send the Participant Questionnaire** to all persons responding to the flyer. The suggested maximum number of participants for each workshop series is 30 persons. (See pages 25+ for a sample.)
- ☐ **Tally the results of the Participant Questionnaire.** (This can be done easily on a blank copy of the Participant Questionnaire.) You may want to make a transparency of those results to share with participants.
- ☐ **Arrange for a place** to hold Session One and make sure it has sufficient space and movable chairs for small groups. Ideally, the room should be set up with tables seating four to six participants each. Arrange for any refreshments that will be available.
- ☐ **Order A/V equipment** (VHS player and monitor; overhead projector.) Before the session begins, check to see that all A/V equipment is working.
- ☐ **Duplicate all handouts for Session One** (H-1 through H-12) and arrange them into packets. Staple those handouts that have more than one page together (e.g., staple H-6-a, H-6-b, H-6-c, and H-6-d together). By providing one packet of materials to each participant at the start of the workshop, constant handling of materials during the session can be avoided.
- ☐ **Make transparencies** from the transparency masters for Session One (T-1 through T-8). Make enough copies of T-8 for one per group of 4-6 participants.
- ☐ **Read the Trainer Notes for Session One** (pages 7-14). Review handouts H-1 through H-12 and transparencies T-1 through T-8.

WORKSHOP OUTLINE
SESSION ONE (THREE HOURS)

MATERIALS	ACTIVITIES	TIME
H-1*	I. Introductions/Workshop Overview • Agenda, Objectives	10 min
	II. Monitoring Student Progress	
H-2, T-1*	A. Activity: What Does Monitoring Student Progress Mean to You?	10 min
H-3, T-2	B. Presentation: Monitoring Student Progress • Definition of Monitoring Student Progress • Role of Assessment and Evaluation	5 min
H-4, T-3	C. Presentation: Instructional Process	10 min
	III. Ways of Monitoring Student Progress	
T-4, H-5, H-6	A. Activity: How Do You Monitor Progress? (Formal Ways of Monitoring Student Progress)	25 min
H7, T-5	B. Informal Ways of Monitoring Student Progress	10 min
	BREAK	15 min
H-8, T-6	IV. Presentation: Lesson Planning	5 min
	V. Demonstration: Video Presentation & Follow Up	
Video H-8, T-6	A. Video Presentation and Discussion	20 min
H-9, T-7	B. Dynamics of Monitoring	10 min
H-10, T-8	VI. Practice/Application: Lesson Planning	50 min
H-11	VII. Interim Task Assignment • Distribution of Interim Task Assignment and Explanation of Task	5 min
H-12	VIII. Session One Evaluation	5 min

* "H" = "Handout," "T" = "Transparency"

TRAINER NOTES: SESSION ONE

REGARDING THE SUGGESTED TIMES: All suggested times are the result of field testing within a three- to four-hour timeframe. Feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, it is important to become familiar with the materials prior to the workshop in order to select specific activities if sufficient time is not provided or some activities take longer than anticipated. Familiarity with the materials also will enable you to personalize the materials by adding anecdotes where appropriate. If more than three hours are available for the training, the suggested times can be expanded to allow for additional sharing and discussion.

REGARDING THE ROOM SET-UP: Since the workshop includes both large and small group work, arrange the room so that participants can move about fairly easily. Try to make certain that the flip charts, overheads, or videos can be seen by all participants. In less than ideal settings, you may have to consider eliminating the use of overheads or flip charts.

REGARDING TRAINING PREPARATION: Before reading through these notes, you should carefully read the articles included as background information (pages 68+). If you feel participants would benefit from reading any of these articles, duplicate them and include them in the Interim Task Assignment Packet (Handout 11).

Refer to the Workshop Outline on the previous page as you go through these notes.

MATERIALS

I. Introductions/Workshop Overview (10 minutes)

Have participants introduce themselves one by one to the large group by stating their name, program, and type/level of class they are currently teaching. Be sure to move the group along, having each participant speak only a few moments. The purposes of the introductions are to give you an overview of the participants' level of experience and areas of teaching and to give the individuals a sense of who the other participants are. This will lay a foundation for future group work.

With larger groups, the warm-up can be done by asking participants to raise their hands in response to questions such as, "How many teach ESL?" "How many are volunteers?", and so on.

H-1*

Direct participants' attention to Handout 1 (H-1). Go over the agenda and the session objectives. Explain that this workshop does not deal with standardized or program-wide assessment; it focusses instead upon the monitoring of student progress during classroom instruction. Inform participants that this workshop will provide the principles of effectively monitoring student progress (agenda items one through three), guided practice on application of principles (agenda item four), and an opportunity for participants to apply principles to their own teaching situations (agenda item five).

> During the workshop, take every opportunity to point out how you are monitoring participants' understanding of and progress toward the workshop objectives.

II. MONITORING STUDENT PROGRESS (25 minutes total)

A. Activity: What Does Monitoring Student Progress Mean to You? (10 minutes)

The goals of this activity are to provide information about participants' understanding of the concept of monitoring progress and to establish a focus for the workshop.

H-2, T-1

Direct participants' attention to H-2. In small groups, have participants brainstorm what monitoring student progress means to them. Direct each group to select a recorder/reporter to write down responses and report back to the whole group. Announce that there will be five minutes for the group discussion. As the small groups report back, briefly write down their responses on T-1 (or newsprint or chalkboard).

> Participants may focus on narrow definitions of monitoring such as tests, quizzes, and textbook exercises. You should try to widen the focus by suggesting (and writing on T-1) that monitoring progress also means providing feedback to learners during the instructional process, observing how students apply and use information, and improving instruction.

B. Presentation: Monitoring Student Progress (5 minutes)

The goals of this presentation are to develop an understanding of the relationship between student progress and instruction and to look at the roles assessment and evaluation play in the monitoring of student progress.

* "H" = "Handout," "T" = "Transparency"

H-3, T-2

Direct participants' attention to H-3. This handout provides a definition of monitoring student progress. It also looks at the roles assessment and evaluation play in the monitoring process. Project T-2 on the overhead projector. Guide participants through the definition of **MONITORING STUDENT PROGRESS** (top box) by underlining key words and phrases with a transparency pen. Stress that monitoring student progress is really the process of gauging how effective a particular instructional approach has been in helping students learn.

Direct participants' attention to the two boxes marked **ASSESSMENT** and **EVALUATION.** Explain that assessment is more than testing; assessment is an ongoing process of sampling behavior and gathering information over a period of time. This information is then analyzed and evaluated by the instructors and students so that **APPROPRIATE INSTRUCTIONAL DECISIONS** (bottom box) can be made. When discussing the definitions of "assessment" and "evaluation," emphasize the words variety of sources (assessment) and make decisions (evaluation). Point out that for monitoring to be effective, assessment and evaluation need to be integral parts of the overall instructional plan.

C. Presentation: Instructional Process (10 minutes)

H-4, T-3

Direct participants attention to H-4. The purposes of this handout are to focus on monitoring as part of the overall instructional process and to highlight the importance of including students in the monitoring process. (Monitoring student progress should be done within the context of clearly defined instructional goals and objectives. Monitoring goes beyond documenting what learning is taking place; it is an integral part of the instructional process. The tools chosen to monitor instructional effectiveness and student progress need to reflect both instructional goals and what the learner needs and wants to learn.)

Project T-3 on the overhead projector. Focus participants' attention on the first column, "Phases of Instruction." Briefly examine the items bulletted under each of the five phases of instruction. Discuss the role monitoring student progress plays within each phase. Emphasize that monitoring of student progress begins when a student first enters a program and continues throughout the instructional process. Explain that this workshop focuses on the instructional phase (boxes IV and V).

Direct participants' attention to columns two and three. Ask participants if there are any questions they would add. Participants may add these questions to their individual handouts.

At this point you should be about 40 minutes into the workshop. For the next activity, participants should be grouped according to their areas of teaching or volunteering (i.e., ESL instruction, ABE instruction, or GED instruction). Have participants form groups of 4-6 people based on their areas of interest before starting the next activity.

III. Ways of Monitoring Student Progress (35 minutes total)

A. How Do You Monitor Progress? (25 minutes) (Formal Ways of Monitoring Student Progress)

The goal of this portion of the workshop is to make participants aware of the variety of ways to monitor student progress. Explain that using a variety of ways to assess student progress provides for a wide range of instructional objectives, allows for different learning styles, and integrates monitoring of student progress into the learning process.

T-4

Project T-4 onto overhead projector. This transparency lists formal ways of monitoring student progress. Explain that traditional ways of monitoring student progress tend to focus on mastery of discrete subject matter (skills and concepts) and that alternative ways generally focus on students' ability to do and show. Ask participan ts whether there are any traditional or alternative ways of monitoring student progress listed on T-4 that they are unfamiliar with. If so, explain them by drawing on group experience to reinforce explanations (see H-6 for definitions and examples).

H-5, H-6

Direct participants' attention to handout H-5, "How do you monitor student progress?" Have participants complete this handout individually, referring to the definitions and examples of ways of monitoring progress provided in H-6. Then have participants discuss their responses with their small groups. When participants are finished, ask for a show of hands as to how many used monitoring methods that were mostly found in the traditional category, how many used methods that were mostly found in the alternative category, and how many used both about equally.

B. Informal Ways of Monitoring Student Progress (10 minutes)

H-7, T-5

Direct participants attention to H-7. Explain that monitoring student progress is also done through informal means. Introduce informal ways of monitoring by eliciting examples from the participants. If necessary, supply one or two examples. Record their responses on T-5. (See the completed example on page 16.)

At this point you should be about 70 minutes into the workshop. If less than 70 minutes has elapsed, extend the discussion of H-7. If about 70 minutes have elapsed, go directly to the break.

B R E A K (15 minutes)

IV. Presentation: Lesson Planning (5 minutes)

The goal of this section is to introduce participants to a sound lesson planning format which includes the monitoring of student progress. This format can be used with ESL, ABE and GED classes. (Throughout any lesson plan, provisions must be made for monitoring student progress toward learning objectives. When students are not making progress, the instructional plan needs to be modified or changed.)

H-8, T-6

Direct participants' attention to H-8. Project T-6 on the overhead projector. Briefly explain the following parts of the lesson:

1. **Warm up/Review Activity:** Orients students to the objectives of the lesson and suggested behavioral outcomes; reviews previous material; assesses prior learning.

2. **Presentation Activity:** Presents the target information.

3. **Practice Activity:** Gives students an opportunity to practice the target information in a controlled manner.

4. **Application Activity:** Gives students the opportunity to apply the target information to new situations.

Emphasize that monitoring is an important part of each step, but leave further discussion until after video has been shown.

V. Demonstration: Video Presentation and Follow Up (30 minutes total)

A. Video Presentation and Discussion (20 minutes)

The suggested video is:
Carney, Don & Menke, Douglas, Editors. 1992. *Monitoring Student Progress.* Sacramento, CA: The Outreach and Technical Assistance Center Network (OTAN). 1(800) 894-3113.

The video shows an adult class engaged in an ABE life skills lesson. It clearly demonstrates how monitoring of student progress is done at each phase of the lesson. Teachers and volunteers of all levels (ESL, ABE, and GED) will benefit from seeing examples of how monitoring of student progress can be integrated into all phases of instruction.

Before showing the video, ask participants to watch for the four parts of the lesson, the skills or concepts the lesson focuses on and how student progress is monitored in each part.

Video
H-8, T-6

Show the video through without stopping. In small groups, have participants discuss the video and fill out H-8 together. Emphasize that participants should focus on monitoring techniques and strategies rather than specific lesson content. Project T-6 on an overhead projector. Have volunteers tell what their group wrote on H-8; record responses on T-6 (see page 16 for a completed example). If time permits, ask the group for suggestions of other monitoring techniques that could have been used.

B. Dynamics of Monitoring (10 minutes)

H-9, T-7

Direct participants' attention to H-9. Project T-7 onto the overhead projector. This handout deals with the ways in which the instructor interacts with students while monitoring their progress. Stress that the affective ways in which one monitors instruction are as important as the instruments and strategies that one uses.

Direct participants' attention to the top part of H-9. Read through it aloud and then pose following questions to the group: Did you observe positive reinforcement in the video lesson? Where? (Positive reinforcement rewards/recognizes desired behavior and insures its repetition.) Did the instructor credit correct responses? How? Did it appear that the teacher expected the students to learn?

Then direct participants' attention to the lower half of H-9. Read it aloud and pose the following questions: Were there negative sections in the video lesson? Where? Did the students learn from their mistakes? How did (or could) the instructor minimize mistakes?

> If time is running short, this section can be shortened by eliminating group discussion and presenting the information through lecture.

VI. Practice/Application: Development of Lesson Plan (50 minutes)

H-10, T-8 (one per group) Transparency Pens

During this portion of the workshop, you will facilitate small groups in developing a lesson plan which incorporates monitoring. Direct participants' attention to H-10. Have each group choose one of the lesson plan objectives from H-10-a or develop one of their own. They will then use H-10-b to indicate skills or concepts the lesson focuses on and to develop a plan for monitoring student progress. Direct each group to select a recorder/reporter to write responses on T-8 and report back to the whole group. Inform groups that they have 25 minutes to develop their monitoring plan. Circulate among the groups to monitor their progress and answer any questions. When five minutes of the 25 minutes are left, announce the time remaining to the groups.

If a group finishes early, suggest that they review H-5 and choose one or two ways of monitoring progress that they have not used in their lesson plan. Have them explore how they might incorporate these ways of monitoring into their lesson plan.

Have each group spokesperson project T-8 on the overhead projector while explaining the lesson plan. *The amount of time allowed for these presentations will depend on the total number of groups (e.g., if there are five groups, allow approximately five minutes per presentation).*

> If time is running short, ask for only one or two volunteers to report back to the large group.

VII. Interim Task Assignment (5 minutes)

H-11

Direct participants' attention to the interim task assignment packet. Go over the instructions on the first page and make sure all participants know what is expected of them. Answer any questions.

Remind participants that they will need to bring H-11 and Session One material to Session Two. Remind them of the date and time of Session Two.

VIII. Session One Evaluation (5 minutes)

H-12

Direct participants' attention to H-12, the evaluation of Session One. Ask participants to complete the evaluation.

TRAINERS' SUPPLEMENTS

INFORMAL WAYS OF MONITORING STUDENT PROGRESS

1. **Observations:**

   Teacher notes students' body language:
   - Are students making eye contact?
   - Are students taking notes?
   - Do students look lost or bewildered?

2. **Oral check-ups:**

   - Frequent "yes-no" questions about content
   - Other questions requiring one-word answers

3. **Participation:**

   How willing are students to do small group and individual tasks?

4. **Student conversations:**

   Teacher can:
   - Have meetings with students before and after class
   - Monitor small-group discussions during class

5. **Student attendance:**

   - Do students attend class regularly?
   - Do students arrive late? Leave early?

6. **Other:**

LESSON PLANNING WORKSHEET

Level: ABE

Objective: Teaching reading using coupons

	SKILLS/CONCEPTS	WAYS OF MONITORING PROGRESS
WARMUP / REVIEW	- Elicit background knowledge - Introduce lesson, objective, and evaluation	Teacher asked questions about students' experiences.
PRESENTATION	- Vocabulary - Parts of coupons - Use of coupons	Teacher asked group for definitions and examples of vocabulary items.
PRACTICE	- Vocabulary - Parts of coupons	- Individual students filled in a chart - Group read stories with target vocabulary - Teacher asked comprehension questions
APPLICATION	Use coupons appropriately at store	- Students brought back receipts showing use of coupons - Teacher led follow-up discussion

BETWEEN SESSIONS

The following tasks should be completed *before* Session Two of the workshop:

- ☐ **Send out reminder flyers of Session Two** to Session One participants only (see pages 25+). This notice should remind participants to bring their handout packets from Session One with them to Session Two, especially their interim task assignment packet (Handout 11).

- ☐ **Arrange for a place** to hold Session Two and make sure it has sufficient space and movable chairs for small groups. Ideally, the room should be set up with tables seating four to six participants each. Arrange for any refreshments that will be available.

- ☐ **Order A/V equipment** (VHS player and monitor; overhead projector.) Before the session begins, check to see that all A/V equipment is working.

- ☐ **Duplicate all handouts for Session Two** (H-13 through H-15) and arrange them into packets. Staple those handouts with more than one page (e.g., staple H-15-a and H-15-b together). Duplicate a few extra sets of the interim task assignment packet (H-11) from Session One for those participants who forget to bring theirs to Session Two.

- ☐ **Prepare transparencies for Session Two** Make enough copies of T-10 for one per group. Have at least one transparency marker available for each group.

- ☐ **Read the Trainer's Notes for Session Two** (pages 20-22). Review handouts H-13 through H-15 and transparencies T-9 trough T-11.

WORKSHOP OUTLINE
SESSION TWO (THREE HOURS)

MATERIALS	ACTIVITIES	TIME
H-13	I. Introductions/Workshop Overview • Agenda, Objectives	10 min
	II. Review of Session One: Monitoring Student Progress	
T-9	• Ways of Monitoring Progress	10 min
Video	• Video (Repeat of Session One)	20 min
H-11, H-14, T-10	III. Small Group Discussion of Interim Task Assignment	60 min
	BREAK	15 min
T-10 (Group-Made Transparencies)	IV. Small Group Presentations to the Large Group	45 min
T-11	V. Reflection on the Workshop Process	15 min
H-15	VI. Session Two Evaluation	5 min

* "H" = "Handout," "T" = "Transparency"

TRAINER NOTES: SESSION TWO

REGARDING THE SUGGESTED TIMES: All suggested times are the result of field testing within a three- to four-hour timeframe. Feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, it is important to become familiar with the materials prior to the workshop in order to select specific activities if sufficient time is not provided or some activities take longer than anticipated. Familiarity with the materials also will enable you to personalize the materials by adding anecdotes where appropriate. If more than three hours are available for the training, the suggested times can be expanded to allow for additional sharing and discussion.

REGARDING THE ROOM SET-UP: Since the workshop includes both large and small group work, arrange the room so that participants can move about fairly easily. Try to make certain that the flip charts, overheads, or videos can be seen by all participants. In less than ideal settings, you may have to consider eliminating the use of overheads or flip charts.

REGARDING TRAINING PREPARATION: Before reading through these notes, you should carefully read the articles included as background information (pages 68+). If you feel participants would benefit from reading any of these articles, duplicate them and include them in the Interim Task Assignment Packet (Handout 11).

Refer to the Workshop Outline on the previous page as you go through these notes.

MATERIALS

I. Introductions/Workshop Overview (10 minutes)

Ideally, all participants in Session Two will have taken part in Session One. However, if there are any newcomers to the group, have all participants (old and new) introduce themselves one by one to the large group by stating their name, program, and the type/level of class they are currently teaching. Be sure to move the group along, having each participant speak only a few moments. The purpose of the introductions is to gain a profile of any newcomers' levels of experience and areas of teaching and to give all participants a sense of who the other participants are.

Have participants form small groups of 4-6 people based on their areas of teaching or volunteering (e.g., ESL, GED, ABE). They will stay in these groups throughout the workshop.

H-13

Direct participants' attention to H-13. Go over the agenda and the session objectives. Answer any questions.

II. Review Session One: Monitoring Student Progress (30 minutes total)

A. Ways of Monitoring Student Progress (10 min)

T-9

The purpose of this portion of the workshop is to review the three categories of monitoring progress: traditional, alternative and informal. Project T-9 onto the overhead projector. Briefly review each monitoring category and ask participants to give examples of ways of monitoring that fall under each category. Write their responses on T-9.

B. Video Review (20 minutes)

Video

Before showing the video, ask participants to pay particular attention to the ways in which monitoring of student progress was done and to think about other ways in which the monitoring of student progress could have been done.

Show the video through without stopping. After the video, facilitate a brief large group discussion of the traditional, alternative, and informal ways of monitoring shown in the video lesson. Discussion should highlight the methods used to monitor student progress and their effectiveness. Encourage participants to offer additional ways that could have been used by the teacher in the video to monitor student progress.

III. Small Group Discussion of Interim Task Assignment (60 minutes)

H-11

Direct participants' attention to H-11, their interim task assignment packets. Participants should have completed this packet and brought it with them to Session Two. Have additional packets on hand for participants who have forgotten their packets and for any newcomers.

H-14, T-10 (one per group), Transparency Pens

Participants will now work in their small groups to share and discuss the results of their interim task assignments. Direct participants' attention to H-14. Explain each step of the small group task and answer any questions. Distribute one copy of T-10 and transparency pens to each group. *(If the total number of participants is very small, have each group choose <u>two</u> lessons to present to the large group.)*

Inform the groups that you will be available to provide assistance while they are working. Circulate among the groups, listening to the participants' sharing and offering assistance as necessary. Monitor

the progress of the groups, moving them along and encouraging them to fill out their transparencies for the presentation to the large group.

> Allow 60 minutes for this activity. When ten minutes remain in the time allotted, make an announcement to the large group. This will serve to keep the participants on task.

B R E A K (15 minutes)

IV. Small Group Presentations to the Large Group (45 minutes)

T-10 (Group-Made Transparencies)

Have one or two volunteers from each group come before the large group to present the lesson plan that their group has chosen. These small group presentations should provide all participants with a variety of monitoring strategies to take back to their classrooms. After each presentation, ask for comments and questions from the large group.

> The amount of time you allot to each group's presentation will depend upon the total number of small groups. For example, if there are five small groups, then each small group presentation (including comments and questions for the large group) can last nine full minutes. That is, adjust the amount of time allotted to each small group presentation according to the total number of small groups.

V. Reflection on the Workshop Process (15 minutes)

The purpose of this activity is to make participants aware of how the workshop activities from Session One and Two reflect the teaching sequence and effective monitoring of student progress. This reflection period also provides closure to the workshop.

T-11

Project T-11 on the overhead projector. Ask participants to reflect upon how the workshop activities (from both Session One and Two) correspond to these four phases of effective instruction and how the participants' progress was monitored during each phase. Elicit ideas from the large group and write their responses on T-11. (See the completed example on page 24.)

VI. Session Two Evaluation (5 minutes)

H-15

Direct participants' attention to H-15. Ask participants to complete the evaluation.

TRAINERS' SUPPLEMENT

REFLECTION ON THE WORKSHOP PROCESS

Level: _____

Objective: _____

	WORKSHOP ACTIVITIES	WAYS OF MONITORING PROGRESS
WARMUP / REVIEW	Session One: Brainstorming Activity ("What does Monitoring Student Progress Mean to You?") Session Two: Review of Ways of Monitoring (Video)	Participation in small and large group discussions.
PRESENTATION	Session One: • Trainer presentation on definition of monitoring and ways of monitoring • Video Demonstration	• Completion of self evaluations • Filling out H-8, Lesson Planning Worksheet, while watching video; discussion follows
PRACTICE	Session One: Development and sharing of lesson and monitoring plans.	Small group presentations to the large group.
APPLICATION	Between sessions, participants developed a lesson and monitoring plan.	• Individuals critiqued own lessons. • Small group discussion of experiences. • Presentation and discussion of lessons.

SAMPLE FLYERS

AND

PARTICIPANT QUESTIONNAIRE

You Are Invited
to Participate in
A Two-Session Workshop on

MONITORING STUDENT PROGRESS

Participants will learn to:

1) Identify reasons for monitoring student progress.

2) Identify a variety of ways to monitor student progress.

3) Integrate monitoring into their lesson planning.

Date of Session 1: _____ Time: _____

Date of Session 2: _____ Time: _____

Location: _____

Trainers: _____

Sponsors: _____

- - - -

MONITORING STUDENTS PROGRESS WORKSHOP
PARTICIPANT QUESTIONNAIRE

If you plan to attend the workshop on Monitoring Student Progress please complete this form and send it to the address at the right by _____.
(date)

Thank you! We look forward to seeing you at the workshop.

Name: _____ Phone: _____

Job Title: _____

Address: _____

School/Program: _____

1. What is your educational background? _____ Field _____

2. Are you teaching now? ☐ Yes ☐ No
   If yes, what is your position? Check all that apply:

   ☐ ABE/GED Teacher

   ☐ ESL Teacher

   ☐ Administrator/Coordinator

   ☐ Volunteer

   ☐ Literacy/ABE Tutor or Aide

   ☐ Other: _____

3. Please indicate the number of years you have taught each of the groups listed below. (If you have taught for less than one year, write "1.")

   ☐ Adults

   ☐ High School/Junior High Students

   ☐ Elementary/Preschool Students

4. In which of the following settings do you currently teach? Check all that apply:

- ☐ Classroom
- ☐ One-on-One Instruction/Tutoring
- ☐ Learning Laboratory/Language Laboratory
- ☐ Computer Laboratory
- ☐ Other: _____

5. What levels of adult students do you work with? Check all that apply:

- ☐ nonliterate level
- ☐ beginning level/adult basic education
- ☐ intermediate level/pre-GED
- ☐ advanced level/GED
- ☐ academic level or post-secondary
- ☐ content area: _____
- ☐ Other: _____

6. Have you received prior training in assessment methodology? Check all that apply:

- ☐ College courses
- ☐ Workshops/Conferences on adult education instruction
- ☐ Credential program in elementary or secondary education
- ☐ Workshops/Conferences on ESL/ABE/GED education
- ☐ Other: _____

REMINDER!

Session Two of
the Workshop on

MONITORING STUDENT PROGRESS

Date: _____ Time: _____

Location: _____

Please remember to bring the following:

1. Completed Interim Task Assignment:
   - Lesson Planning Worksheet
   - Lesson Critique
2. Materials from Session One

- - - -

HANDOUT MASTERS

MONITORING STUDENT PROGRESS: SESSION ONE

AGENDA

1. Introductions/Workshop Overview

2. Monitoring Student Progress

   - Assessment
   - Evaluation

3. Ways of Monitoring Student Progress

   - Traditional
   - Alternative
   - Informal

4. Developing a Plan for Monitoring Student Progress

   - A Model Plan
   - Video Demonstration
   - Integration of Monitoring into a Typical Lesson Plan

5. Interim Task Assignment

OBJECTIVES OF SESSIONS ONE AND TWO

Participants will be able to:

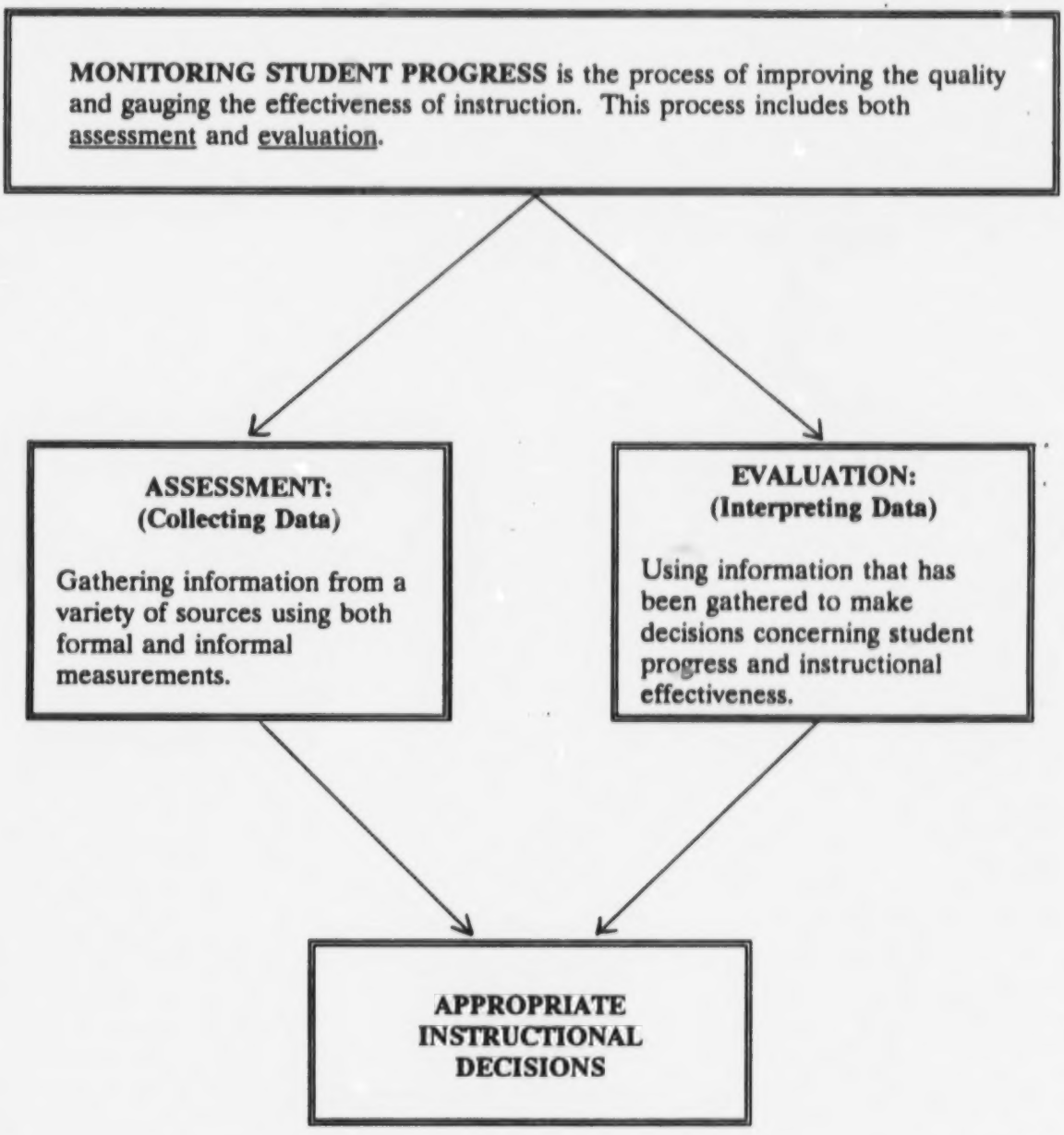
1. Identify reasons for monitoring student progress.

2. Identify a variety of ways to monitor student progress.

3. Integrate monitoring into their lesson planning.

WHAT DOES MONITORING STUDENT PROGRESS MEAN TO YOU?

MONITORING STUDENT PROGRESS


MONITORING STUDENT PROGRESS is the process of improving the quality and gauging the effectiveness of instruction. This process includes both assessment and evaluation.
ASSESSMENT:
(Collecting Data)
Gathering information from a variety of sources using both formal and informal measurements.
EVALUATION:
(Interpreting Data)
Using information that has been gathered to make decisions concerning student progress and instructional effectiveness.
APPROPRIATE INSTRUCTIONAL DECISIONS

INSTRUCTIONAL PROCESS

	PHASES OF INSTRUCTION	STUDENT'S QUESTIONS	INSTRUCTOR'S QUESTIONS
PRE INSTRUCTION	I. Use Placement Information: • personal data • knowledge/skill level • proficiency	Where am I? What do I need to know?	Where are my students? What do they need to know?
PRE INSTRUCTION	II. Identify students'educational objectives: • needs assessment • goal setting • feedback to student	Who am I? Where do I want to go?	Who are my students? What are their goals?
PRE INSTRUCTION	III. Use information from I and II to develop a plan of instruction • feedback to student	How will I get to where I want to go?	What is the focus of instruction? What materials and tools will be used?
INSTRUCTION	IV. Instruction and monitoring of student progress • pre and post testing • ongoing assessment • feedback to student	How am I progressing? Where do I want help?	How effective is instruction? What changes need to be made?
INSTRUCTION	V. Adjustment of instruction: • pre and post testing • ongoing assessment • feedback to student	How far have I come? Where to next?	How effective were changes? What is the next step?

HOW DO YOU MONITOR STUDENT PROGRESS?

Check the column that best represents your use of each of the following:

TRADITIONAL WAYS

	Never Use	Rarely Use	Sometimes Use	Regularly Use
1. Multiple Choice	____	____	____	____
2. True or False	____	____	____	____
3. Matching	____	____	____	____
4. Fill-in-the-Blanks	____	____	____	____
5. Short-Answer/Essay	____	____	____	____
6. Cloze	____	____	____	____
7. Other: _____	____	____	____	____

ALTERNATIVE WAYS

	Never Use	Rarely Use	Sometimes Use	Regularly Use
1. Competency Checklists	____	____	____	____
2. Small Group Projects	____	____	____	____
3. Roleplaying	____	____	____	____
4. Journals	____	____	____	____
5. Demonstrations	____	____	____	____
6. Student Self-Evaluation	____	____	____	____
7. Other: _____	____	____	____	____

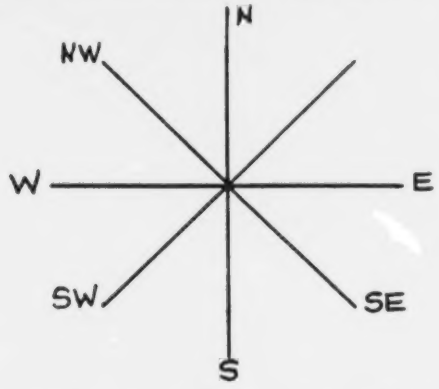
Adapted from "College Teaching: Assessing Classroom Evaluation Methods." University of Michigan, Dearborn, December, 1988.

WAYS OF MONITORING STUDENT PROGRESS
DEFINITIONS AND EXAMPLES

TRADITIONAL WAYS

1. **Multiple Choice:** phrase, statement or question that can be completed by choosing one of several listed responses.

   Example: The missing letters of this compass rose are:



   a. SS
   b. SN
   c. NE
   d. EN

2. **True/False:** a statement with which the student must agree or disagree.

   Example: The direction between West and North is Northwest.

   ___ T ___ F

3. **Matching:** two lists of words, phrases, or pictures that students pair appropriately.

   Example: Match these map references with their meanings:

   1. _____ How far it is from one place to another. — a. intersection
   2. _____ The place where two or more streets meet. — b. distance
   3. _____ A list of street names and important places given on the map. — c. index

4. **Fill-in-the Blanks:** an incomplete statement into which a student inserts a phrase or word. A list of answers may or not be provided.

   Example: 1. This map is drawn to the _____ of one inch per mile.

   2. What _____ will you take to get to school?

   (route, scale)

5. **Essay/Short Answer:** a statement or question that requires students to write sentences or paragraphs.

   Example: Write a brief explanation of the route between your house and school.

6. **Cloze:** a passage in which either key words or every nth (5th, 6th, or 7th) word is omitted. Students fill in appropriate words as they read the passage. The first and last sentences are usually left intact.

   Example: A map can show direction. A map compass or ___ map rose shows ___ on a map.

   A map _____ show distance if ____ has a bar scale. The bar scale will tell us how many feet or miles are shown by one inch on the map.

ALTERNATIVE WAYS:

1. **Competency Checklist:** a list of performance criteria on which to base evaluation. Checklists can be developed for specific tasks or for broad content areas.

   Example:

   Student Name: _____ Class: _____

	Performed well	Needs work	Unable to do
Prints upper and lower case			
Leaves spaces between words			
Writes simple sentences			

2. **Small Group Activities:** an activity involving planning and implementation that results in a product which represents students' ability to apply what they have learned.

   Example: In a group of 3 to 5 students, construct a detailed map of the classroom. Include placement of furniture and other items. Map should be complete with grid, index, scale, etc.

3. **Role playing:** an activity that approximates real-life situations. Students are asked to respond as they would if the situation were real.

   Example: Topic - Asking for or giving directions using a map.

   Student #1 asks for directions to the home of Student #2

   Student #2 responds verbally using a city map as an aid.

   Student #1 asks questions to clarify the directions.

4. **Learning Log:** a process for helping students and teachers evaluate what is happening during the learning process. Students record their responses to learning over a period of time. Daily or periodic entries help students participate in the assessing of their own learning. Teacher and student record dated entries so that both parties can get a real sense if student growth. The teacher and student should discuss contents at periodic intervals.

   Example: What I learned in the month of _____, 19___.

   What I learned in the month of _____, 19___.

5. **Demonstration:** a representation of how learners deal with authentic material or information.

   Examples: Use guide words to locate words in a dictionary.
   Read bus schedule.
   Scan want ads for a certain type of job.

6. **Student Self Evaluation:** a written evaluation indicating how students see themselves as learners, their ability to cope, and their ability to apply information.

Example:

Reading Self-Check

Date	Title	Type of book	Finished? Yes/No	Reason for liking or disliking	How I can use this information

INFORMAL WAYS OF MONITORING STUDENT PROGRESS

1. **Observations:**

2. **Oral check-ups:**

3. **Participation:**

4. **Student conversations:**

5. **Student attendance:**

6. **Other:**

LESSON PLANNING WORKSHEET

Level: _____

Objective: _____

	SKILLS/CONCEPTS	WAYS OF MONITORING PROGRESS
WARMUP / REVIEW		
PRESENTATION		
PRACTICE		
APPLICATION		

DYNAMICS OF MONITORING

ACCENTUATE THE POSITIVE:

- Credit all correct or positive responses.
- Show confident expectation that learners will make progress.

ELIMINATE THE NEGATIVE:

- Emphasize learning from mistakes.
- Minimize mistakes by using guided practice in early phases of learning.

LESSON PLAN OBJECTIVES

Directions: Working with your group, choose <u>one</u> of the following instructional objectives or choose another one that your group decides upon. Develop a lesson plan that integrates monitoring of progress into each of its parts. Use the Lesson Planning Worksheet on the next page to record your work. A volunteer from your group will then copy this lesson plan onto T-8 for presentation to the large group.

- Respond to basic questions about personal information: name, age, date of birth, etc. Complete a written form with the target information.

- Read a bus schedule and map to determine time and destination of a trip. Communicate with the bus driver to check the appropriate information.

- Describe and write a job history. Fill out a job application correctly.

- Read labels on food for nutritional information, preparation instruction, and expiration dates.

- Access information concerning voting procedures in one's community.

- Identify newspaper articles which express fact or opinion.

LESSON PLANNING WORKSHEET

Level: _____

Objective: _____

	SKILLS/CONCEPTS	WAYS OF MONITORING PROGRESS
WARMUP / REVIEW		
PRESENTATION		
PRACTICE		
APPLICATION		

INTERIM TASK ASSIGNMENT

To be completed for Session Two.

During the hiatus between Sessions One and Two, working with your own students, you will:

1. Design a lesson plan for your specific subject area and level that incorporates monitoring student progress. You may use the format on the next page or develop your own format.

2. Teach the lesson. Record what went well and make suggestions for improving your monitoring strategies on the Lesson Critique (attached).

Instructions for Volunteers/Tutors/Aides

If you work one-on-one with a student (or students), complete the assignment with one student.

If you work in a classroom setting, discuss the task assignment with the classroom teacher. Complete the assignment with one or more students, as negotiated with the teacher.

LESSON PLANNING WORKSHEET

Level: _____

Objective: _____

	SKILLS/CONCEPTS	WAYS OF MONITORING PROGRESS
WARMUP / REVIEW		
PRESENTATION		
PRACTICE		
APPLICATION		

LESSON CRITIQUE

Name: _____ Class Level: _____

Date of Lesson: _____ Number of Students: _____

Lesson Title: _____

I. WARM UP/REVIEW

Did you do a warm-up or review activity? If so, did this activity assess students' prior knowledge? Explain.

II. PRESENTATION

Did the warm up/review activity sufficiently prepare students for the presentation activity? Explain.

During the presentation activity, how did you monitor student comprehension? Describe.

III. GUIDED PRACTICE

Did the guided practice activity demonstrate student comprehension of the presentation material? Explain.

List alternative ways the guided practice could have been structured and monitored.

IV. APPLICATION

Was the application activity an appropriate extension of the presentation and guided practice activities? Explain.

Describe how the application phase of the lesson was monitored.

Are there other means of monitoring progress in the application phase that might have been equally or more effective? Please describe.

V. GENERAL EFFECTIVENESS OF LESSON

Describe those parts of the lesson which were most effective and those which were least effective. Explain your selections. (Use the back side of this sheet.)

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Walker, Sharlene. 1990. *From Assessment to Instruction.* Salem, OR: Oregon CBE Basics/CASAS: Office of Community Colleges Services.

SESSION ONE EVALUATION

MONITORING STUDENT PROGRESS

Date: _____ Workshop Location: _____

1. What is your educational background? _____ Field: _____

2. What subject(s) do you teach?

   ___ Adult Basic Education

   ___ English as a Second Language

   ___ General Educational Development (GED)

   ___ Other: _____

   ___ I am not teaching right now.

3. In which setting(s) do you teach?

   ___ Classroom

   ___ Individual Instruction

   ___ Other: _____

4. Please check the ONE statement that best describes how useful you found the workshop.

   ___ Very valuable; I plan in incorporating things I learned into my work with students.

   ___ Valuable; the workshop was a good review of things I already knew.

   ___ Somewhat valuable; I learned some things but I am not sure how I will be able to apply them.

   ___ Barely valuable; the information presented was not helpful to me.

   ___ A waste of time.

   ___ Other: _____

5. Below is a list of potential benefits of the workshop. Please check all that apply to you:

___ I better understand the importance of monitoring student progress.

___ I feel more confident developing a plan to monitor student progress within a lesson.

___ I will use some of the monitoring techniques I learned here.

___ I will share what I have learned with others.

___ I will read more about the topics we covered.

___ I will get together again with people I met here.

___ I will seek other opportunities for training.

6. Please rate the extent that you agree with each of the following statements. Circle ONE number for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The training facility was comfortable.	1	2	3	4
The trainers were well-prepared.	1	2	3	4
The trainers gave clear instructions.	1	2	3	4
The trainers were responsive to participants' needs.	1	2	3	4

7. What was most valuable to you about the workshop? _____

_____

8. What suggestions do you have for how the workshop might be improved?

_____

9. Please add any other comments. _____

MONITORING STUDENT PROGRESS: SESSION TWO

AGENDA

1. Introductions/Workshop Overview

2. Monitoring Student Progress: Review of Session One

   - Lesson Planning
   - Video Demonstration

3. Small Group Sharing of Interim Task Assignment

4. Presentations to the Large Group

5. Reflection on the Workshop Process

6. Evaluation/Conclusion

OBJECTIVES OF SESSIONS ONE AND TWO

Participants will be able to:

1. Identify reasons for monitoring student progress.

2. Identify a variety of ways to monitor student progress.

3. Integrate monitoring into their lesson planning.

MONITORING STUDENT PROGRESS

SMALL GROUP SHARING

I. Using the Interim Task Assignment Packet, each member of your group will:

A. Explain the lesson plan and discuss how progress was monitored.

B. Explain why specific monitoring techniques were chosen.

C. Discuss any problems encountered and brainstorm possible solutions.

II. After all members of your group have finished Part I, complete the following:

Choose one lesson plan discussed in your group sharing. Choose the lesson which best incorporates monitoring at each of the four lesson phases: review/warm-up, presentation, practice, and application. Have a volunteer from the group record this lesson plan on T-10 for presentation to the entire group.

- Be prepared to discuss the monitoring techniques used and why they were chosen.
- Suggest other ways of monitoring progress that could have been employed. Discuss how different ways of monitoring student progress might affect this lesson plan.

SESSION TWO EVALUATION

MONITORING STUDENT PROGRESS

Date: _____ Workshop Location: _____

1. What is your educational background? _____ Field: _____

2. What subject(s) do you teach?

   ___ Adult Basic Education

   ___ English as a Second Language

   ___ General Educational Development (GED)

   ___ Other: _____

   ___ I am not teaching right now.

3. In which setting(s) do you teach?

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   ___ Individual Instruction

   ___ Other: _____

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   ___ Valuable; the workshop was a good review of things I already knew.

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   ___ Other: _____

5. Below is a list of potential benefits of the workshop. Please check all that apply to you:

___ I better understand the importance of monitoring student progress.

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___ I will share what I have learned with others.

___ I will read more about the topics we covered.

___ I will get together again with people I met here.

___ I will seek other opportunities for training.

6. Please rate the extent that you agree with each of the following statements. Circle ONE number for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The training facility was comfortable.	1	2	3	4
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The trainers gave clear instructions.	1	2	3	4
The trainers were responsive to participants' needs.	1	2	3	4

7. What was most valuable to you about the workshop? _____

_____

8. What suggestions do you have for how the workshop might be improved?

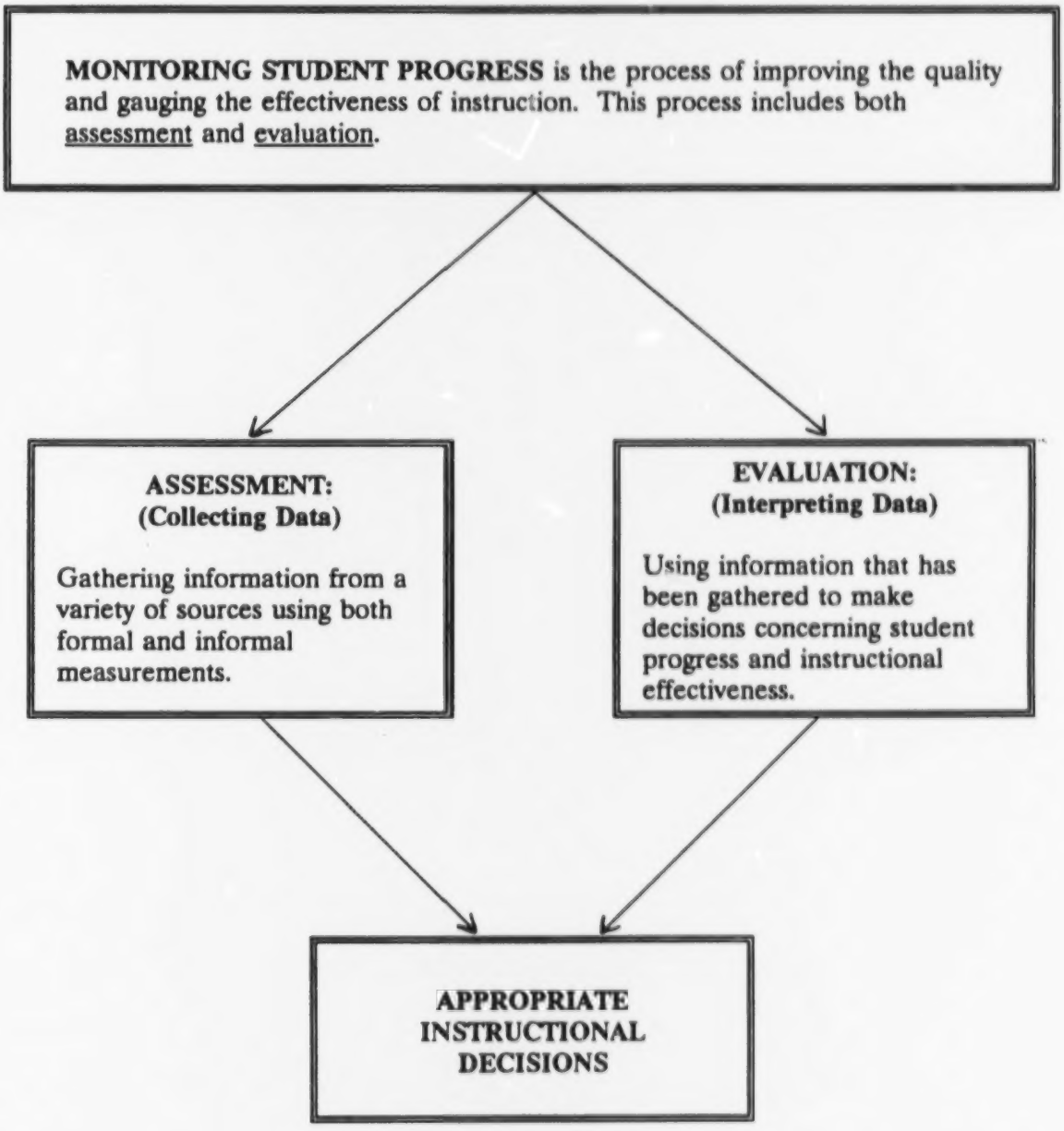
_____

9. Please add any other comments. _____

TRANSPARENCY MASTERS

WHAT DOES MONITORING STUDENT PROGRESS MEAN TO YOU?

MONITORING STUDENT PROGRESS


MONITORING STUDENT PROGRESS is the process of improving the quality and gauging the effectiveness of instruction. This process includes both assessment and evaluation.
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Gathering information from a variety of sources using both formal and informal measurements.
EVALUATION: (Interpreting Data)
Using information that has been gathered to make decisions concerning student progress and instructional effectiveness.
APPROPRIATE INSTRUCTIONAL DECISIONS

INSTRUCTIONAL PROCESS

PRE INSTRUCTION

INSTRUCTION

PHASES OF INSTRUCTION	STUDENT'S QUESTIONS	INSTRUCTOR'S QUESTIONS
I. Use Placement Information: • personal data • knowledge/skill level • proficiency	Where am I? What do I need to know?	Where are my students? What do they need to know?
II. Identify students'educational objectives: • needs assessment • goal setting • feedback to student	Who am I? Where do I want to go?	Who are my students? What are their goals?
III. Use information from I and II to develop a plan of instruction • feedback to student	How will I get to where I want to go?	What is the focus of instruction? What materials and tools will be used?
IV. Instruction and monitoring of student progress • pre and post testing • ongoing assessment • feedback to student	How am I progressing? Where do I want help?	How effective is instruction? What changes need to be made?
V. Adjustment of instruction: • pre and post testing • ongoing assessment • feedback to student	How far have I come? Where to next?	How effective were changes? What is the next step?

FORMAL WAYS OF MONITORING STUDENT PROGRESS

TRADITIONAL WAYS

1. Multiple Choice
2. True or False
3. Matching
4. Fill-in the Blanks
5. Short-Answer
6. Cloze

ALTERNATIVE WAYS

1. Competency Checklists
2. Small Group Projects
3. Roleplaying
4. Journals
5. Demonstrations
6. Student Self-Evaluation

INFORMAL WAYS OF MONITORING STUDENT PROGRESS

1. **Observations:**

2. **Oral check-ups:**

3. **Participation:**

4. **Student conversations:**

5. **Student attendance:**

6. **Other:**

LESSON PLANNING WORKSHEET

Level: _____

Objective: _____

	SKILLS/CONCEPTS	WAYS OF MONITORING PROGRESS
WARMUP / REVIEW		
PRESENTATION		
PRACTICE		
APPLICATION		

DYNAMICS OF MONITORING

ACCENTUATE THE POSITIVE:

- Credit all correct or positive responses.
- Show confident expectation that learners will make progress.....

ELIMINATE THE NEGATIVE:

- Emphasize learning from mistakes.
- Minimize mistakes by using guided practice in early phases of learning.

LESSON PLANNING WORKSHEET

Level: _____

Objective: _____

	SKILLS/CONCEPTS	WAYS OF MONITORING PROGRESS
WARMUP / REVIEW		
PRESENTATION		
PRACTICE		
APPLICATION		

WAYS OF MONITORING PROGRESS

TRADITIONAL

ALTERNATIVE

INFORMAL

LESSON PLANNING WORKSHEET

Level: _____

Objective: _____

	SKILLS/CONCEPTS	WAYS OF MONITORING PROGRESS
WARMUP / REVIEW		
PRESENTATION		
PRACTICE		
APPLICATION		

REFLECTION ON THE WORKSHOP PROCESS

	WORKSHOP ACTIVITIES	WAYS OF MONITORING PROGRESS
WARMUP / REVIEW		
PRESENTATION		
PRACTICE		
APPLICATION		

BACKGROUND READINGS

Alternative Assessment: An Annotated Bibliography (excerpt)

complied by **Don Robishaw**

From the Foreword

Today many adult educators are concerned about mandates from federal, state and local funding sources that call for standardized testing of adults in literacy programs. The various books, dissertations, research reports and articles annotated in this bibliography represent a sample of case studies, descriptions of alternative approaches, tools, opinions and arguments in defense of alternative assessment procedures that better serve the needs of adult learners.

Traditional standardized quantitative approaches to assessment in adult literacy have been deemed inadequate by many in the adult literacy field. Standardized tests often close off or lock students out of opportunities to learn. The following arguments have been used in defense of adult educators who believe that alternative procedures need to be developed to better serve adult learners:

1. Tests designed for children should not be used with adults.
2. Standardized tests do not measure how adults use their new skills in real life experiences.
3. Elementary school grade levels, as a form of measurement are actually degrading to adults.
4. Adults are intimidated by testing experiences.
5. Tests remind adults of their past failures.
6. Assessment should be participatory.
7. Assessment tools should be designed to assist the adult learners in improving their new skills and to help teachers set up structures for improved learning.

Non-traditional, holistic, learner centered or alternative approaches to assessment contribute to making education a different and more positive experience for adults than the negative experience most adults in ABE programs remember as kids. The movement towards non standardized assessment is a major step in the right direction for adult education.

Alternative approaches introduce procedures that enable adult literacy students to evaluate their own experience and progress. These approaches also help students view their own learning process in reading and writing. They also help teachers identify the strategies students use and how these strategies change as they progress as learners.

The main issue for alternative approaches is to make the assessment process participatory. Creative tools are being designed to assist adult learners to assess themselves as they improve their skills and to help adult educators set up structures for improving learning opportunities. These new and innovative approaches to assessment are designed to be an ongoing part of curriculum. They inform the development of a curriculum which is based on the learners evolving progress. In this way they are more useful to students and teachers than traditional assessments at the completion of a course.

Alternative assessment instruments and methods

Learner-Centered Approaches To Assessment and Evaluation In Adult Literacy. Volume 1, November 1991. Massachusetts System for Adult Basic Education Support

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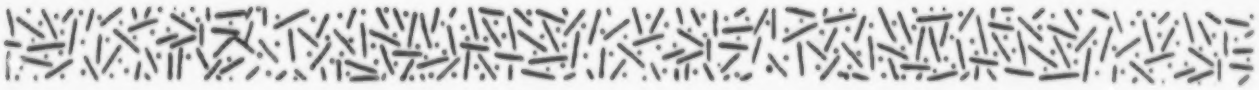

are used by adult educators to collect information about student knowledge, skills and interests to design a learner-centered curriculum. It is the opinion of many of these authors that assessment should be on-going and designed to be part of the curriculum, not something separate or added on. They combine these tools and methods to assist the learner in progressing in adult literacy programs. Examples of some of these tools and methods include:

- Learner goals checklists
- Writing progress checklists
- Reading progress checklists
- Learner's writing folders
- Learner's journals
- Learning contracts
- Notes teachers make during conferences
- Learning logs
- Anecdotes
- Record keeping devices

To support and enrich teachers' endeavors, the Research and Design unit of SABES has compiled this first edition of an annotated bibliography on alternative assessment approaches in adult literacy. This bibliography is intended to be a resource to teachers who are interested in learning more about the topic as well as those interested in using the various procedures described in these articles in their classrooms.

Sample Annotations

022 ALBSU (1990). "Progress Profile." Nottingham, England: Center for Research into Education of Adults.

Assessment **Adult Literacy** **Student centered**

This student evaluation profile was developed by ALBSU as a model to illicit and maintain student progress in adult literacy programs. As a framework for student assessment in adult literacy it reflects a student-centered approach.

The progress profile initially tries to get at student goals by asking the question "Where do I want to go?" Students decide on short term learning goals to work on. these are goals that progress can be made on during a maximum of forty hours of work. From this point students and tutors are expected to continue on with the following questions in order to complete the cycle and then to start the cycle over again with the first question or to continue working on the students present concern until they feel confident about their new learning. the remaining four questions are:

2. What do I need to learn?
3. How am I going to get there?
4. How far have I got?
5. Where to next?

023 Wolf, M. (1988). "Towards a Model of Alternative Assessment: A Progress Report." Bronx, NY: Institute for Literacy Studies, Lehman College.

Action research **Teacher/Learner participation**

This short term participatory research project is a case study of an experiment involving teachers and learners from an adult literacy program working together to develop assessment tools for new students. The project was initiated because of the teachers' expressed need for better ways to assess the reading and writing abilities of adult students. The three components of the project were: 1) the selection of a research team including both teachers and learners; 2) a seminar which met for five two-hour sessions; and 3) two sets of interviews of students by student/researchers.

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The article might have been more helpful had details on both the seminars and the interview been included. Specifically, the lists of interview questions generated in the seminars as well as the ones finally chosen to be used should have been given.

021 Goodman, K.S., Goodman, Y. & Hood, W.J. (1989). *The Whole Language Evaluation Book.* Portsmouth, N.H.: Heinemann.

Whole Language **Evaluation** **Curriculum**

This book contains a chapter which centers on evaluation in the whole language classroom. Goodman maintains that evaluation is part of the curriculum and, therefore is integral to the teaching/learning process. She underscores the importance of building a professional sense about evaluation in language teaching, including knowing about language and learning and developing intuition about one's work. Goodman refers to the "double agenda" of evaluation: the teacher's evaluation and the student's learning and emphasizes that evaluation is an on-going process built into the everyday plans of the teacher. This chapter concludes with a discussion of observing, interacting, and analyzing skills and of the importance of self-evaluation as part of a teacher's professional development.

This book is a primer on whole language teaching, an introduction to the field for the uninitiated. As such, the well-experienced language teacher or the person well-versed in evaluation will find this chapter by Goodman rather shallow and uninspiring. It discusses evaluation in a cursory manner and fails to address many of the complex issues involved.

Notes

As with many works which assemble a collection of readings this bibliography is the result of the efforts of several people--from the development of the initial idea, to the search and collection of books and articles. I am indebted to the following people for their assistance in this project: Loren McGrail of World Education/SABES who supplied me with many of these resources and Joan Dixon, Literacy Support Initiative Coordinator. In addition the following people acted as reviewers: Janet Kelly, director of the Read/Write/Now program, Janet Isserlis of the International Institute of Rhode Island and the following U. Mass graduate students: Michele M. Sedor, Barbara Huff, Susan Schellenberger, Haleh Arbab, Keyvan Kabastioun, and Ed Graybill.

The complete annotated bibliography contains 51 entries and will be updated on an ongoing basis. Contributions to the collections are welcome. Each regional center has a collection of these articles. Please contact your Regional SABES Coordinator or Loren McGrail at World Education if you would like to annotate some of the collected articles or add new ones.

Portfolios: Collaborative authentic assessment opportunities for college developmental learners

Maria Valeri-Gold
James R. Olson
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■ Newman (1991) has suggested that such words as *innovation* and *reform* are no longer strong enough terms to address what appears to be inherently wrong with the educational system in the United States. He has proposed the term *restructure*, and has suggested assessment as one area in which to begin.

Brown (1989) also has called for "breaking new ground" in assessment and suggested such alternatives as computer testing and video evaluation, and spoke of one school where "students write their own test questions and critique tests as a natural part of the teaching process. For them, evaluation is no longer a mysterious process conducted by some external agent; it is something they can do for themselves. They are internalizing standards and judging for themselves the quality of their work" (p. 32).

The Association for Supervision and Curriculum Development further has reported that several experts at their December 1990 miniconference on "Redesigning Assessment" suggested that "alternative assessments can act as a lever to move schools away from the factory-based delivery-of-facts model to a new paradigm in which students are active learners and questioning thinkers" (Staff, 1991, p. 5).

The changing face of educational assessment

Alternative assessment, authentic assessment, and performance assessment have all become educational buzz words of the 1990s. What has become clear also is a move toward more formative assessment of student progress—that is, the use of collected data to assist in the improvement of performance through self-evaluation. This type of assessment, as evidenced in the use of the portfolio, is a shift away from the more traditional summative assessment, characterized by scores on a standardized test.

Standardized tests are inadequate for decisions involving student progress. Teachers need to cultivate a broader understanding of the concept —an under-

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standing that student growth cannot be measured by standardized tests alone. The very definition of reading as a complex, interactive process of meaning construction refutes the idea that reading can be measured exclusively by objective, timed, standardized tests.

Some educators (e.g., Hills, 1991; Worthen & Spandel, 1991) have said that the present standardized tests are flawed, that results are frequently misinterpreted. In addition, not all teachers and administrators have adequate understanding of the concept of student evaluation. Too, they may lack the necessary fundamental training in basic educational measurement.

Pearson has outlined a Consensus Model of Reading, one that "reflects the most recent research in how students learn best and what motivates them" (Anonymous, 1991, p. 493). The four components of the model are (a) teacher modeling of the process through demonstration and guided practice, (b) a demand for authenticity and real purpose of the task, (3) scaffolding and progression of tasks with a gradual fading of the teacher's role as students move from guided to independent practice, and (d) a shared control of the learning between student and teacher, especially in planning and assessment. The learning environment emerging from this Consensus Model encourages the use of portfolio assessment.

Shared control of the learning is also addressed by Schwartz (1991). Reflection encourages students to take responsibility for their own learning. Learning is not an end in itself; it is a process. "I see evaluation as an essential part of the learning process," says Schwartz (p. 67). "It happens whenever people stop to reflect on what they or someone else has just done. Usually it means an assessment of where they are and then a further refinement of goals to get to a next step. It's inextricably bound to learning to become a good reader and writer. It involves *both* student and teacher."

Recent development of portfolios

Recent research on portfolios has described their positive impact upon teachers and students in different classrooms from kindergarten through college (Carter & Tierney, 1988; Elbow & Belanoff, 1986; Levi, 1990; Reif, 1990; Valencia, 1990). As ongoing, systematic collections of students' works, portfolios represent a wide range of authentic reading and writing activities and processes, provide a framework for individualizing instruction and self-assessment (Tierney, Carter, & Desai, 1991), and allow collaborative opportunities between the classroom teacher and students, thus enhancing an understanding of reading and writing development (Johnston, 1987). Moreover, portfolios establish a record of a student's quantitative and qualitative performance over time, and they encourage students to participate in reading and writing experiences that involve them in instructional, noninstructional, interactive, and individualized learning settings.

Due to their versatility, flexibility, and individuality, portfolios can be used with college developmental learners in their reading and writing classrooms. Portfolios can help students demonstrate knowledge and skills gained through prior learning and experience and serve as placement tools in planning of educational programs. In addition, portfolios can provide a cumulative record of performance, establish formal and informal assessment measures for analyzing reading and writing growth, and foster active participation on the part of the learner.

However, portfolios are not just neat, organized folders of all the students' work samples, but instead a compilation representing students' breadth of reading and writing experiences collected over time. They represent different stages of growth, permitting both student and teacher to evaluate progress (Paulson, Paulson, & Meyer, 1991).

Factors influencing the use of portfolios

As shown in Figure 1, five specific questions need to be addressed in order to incorporate portfolios in college level classrooms (Stratton, 1991).

(1) What kind of structure will the portfolio have?

Structure is defined by the specific teacher and student and is sensitive to the context of the goals and objectives established to assist students in expressing their own learning style. Students need a clear understanding of what a portfolio is and what they will be expected to do.

(2) What evidence will the portfolio contain?

It can contain materials that allow students and teachers to plan for instruction and discuss literacy activities in reading and writing (Farr, 1990). For instance, the portfolio can contain reading and writing activities and learning experiences that reflect the goals of an integrated communicative arts curriculum.

Also, three additional areas of concern need to be understood: (a) the *focus* of the portfolio, based on the clearly defined objectives developed collaboratively by the classroom teacher and the student; (b) the *audience*, in particular, who examines, critiques, and evaluates the products and processes in the portfolio (e.g., administrators, other classroom teachers, peers); and (3) the *evidence*, the pieces of work the

student chooses for the portfolio (e.g., works in progress, rough drafts, final copies, checklists, questionnaires).

Students need to become active participants in the selection process because they will choose, collect, and organize their works for analysis. They should be encouraged to present their best work (Barr & Johnson, 1991).

(3) How and when will the classroom teacher assess a student's works in the portfolio?

A timeline needs to be established for the assessment process. Will portfolios be evaluated in the middle and end of the quarter? When will conferences occur? Will anecdotal records be kept? The selection of works for the portfolio requires students to be actively involved in the decision-making process of self-assessment along with the classroom teacher. Students need to reflect, to monitor their own progress, and to respond to their own learning.

(4) How will the portfolio be evaluated and scored?

The ultimate goals for the use of portfolios are ongoing assessment and opportunities for continuous feedback between teacher and student. Students, as decision makers in the evaluation, are required to carefully select original works to represent their reading and writing growth. As a result, standards with objectives must be set before the portfolio process can begin in order to make students aware of the evaluation process. These standards need to state the criteria used for evaluation, such as "evidence of improvement, student effort, quality of self-evaluation, range of projects, presentation, and future goals" (Tierney et al., 1991, p. 151).

(5) What will happen to the portfolio at the end of the term?

Will the portfolio materials be kept in the student's cumulative file? Will they be returned to the student? Will the portfolio be kept for the next course of instruction? Will specific kinds of information within the portfolio be collected as for data? The students and classroom teacher address these questions as part of the portfolio assessment. They need to offer each other feedback as to the final outcome of portfolio contents.

Literacy-based portfolio assessment

In addition to answering the preceding five questions, classroom teachers need to develop a portfolio program for college learners that is literacy-based. According to Busboom (1991), this model should include four major areas (see Figure 2): attitudinal awareness, process, product, and evaluation and feedback.

When developing a portfolio, teachers need to be aware of their students' attitudes toward school as well as their reading and writing habits. For example, reading inventories, surveys, questionnaires, self-awareness journals (Nist & Diehl, 1990), anecdotal records, observations, contracts, checklists, and study skills inventories (Weinstein, Palmer, & Schultz, 1987) all can be developed to provide teachers with a profile of their students' literacy interests and needs.

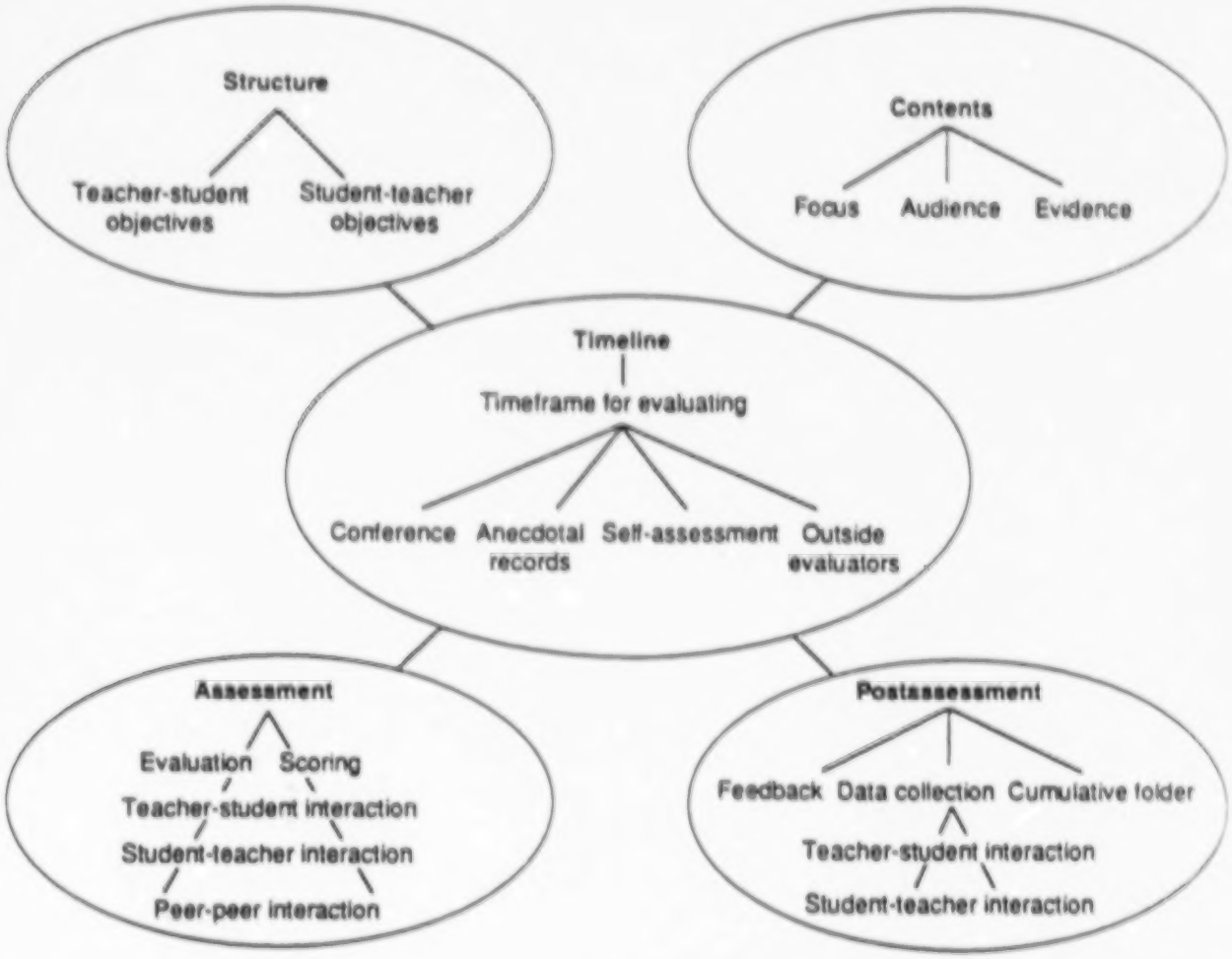
In addition to attitudinal awareness, teachers need to focus on their students' metacognitive awareness of reading and writing. According to Tierney et al. (1991), "more and more teachers are establishing process reading/writing classrooms in which students are given multiple opportunities to interact with print, to choose the material they read, to collaborate and communicate with each other, to write often, to use literature for a variety of purposes, and to engage with assessment of their own progress" (p. 53).

For example, students can develop literature logs in which they record their readings and react to what they have read. They can tape their responses for discussion and evaluation, or they can videotape their reactions for peer critique. Also, anecdotal records can be kept for review and self-evaluation. Finally, a strategies journal can be developed that contains a student's written responses to study skills methods used to learn content area materials from college textbooks (Busboom, 1991).

Besides records of attitudinal awareness and metacognitive processes, products are a relevant component of the portfolio. The product elements should be a plethora of activities and projects revealing both the students' strengths and those areas that need to be improved. For example, reading and writing elements might be revealed in responses to text materials (Smith, 1989), summary writing (Valeri-Gold & Deming, 1991), projects, surveys, poems, letters, story retellings, autobiographical journals (Hansen, 1990), webs and definition maps (Valeri-Gold & Olson, 1991), self-evaluations, reports, anecdotal notes, and checklists from conferences. Other appropriate inclusions would be visual aids (e.g., timelines, graphs, charts, videotapes, audiotapes), work samples of rough, edited, and revised drafts, finished pieces, and essays illustrating a variety of rhetorical modes.

Feedback about the students' processes and products is requisite for developing the portfolio as an integrative tool for the communicative arts (Stayter & Johnston, 1990). Formal and informal assessment tools need to be incorporated into the portfolio to provide information about the students' performance ability, to clarify goals and objectives for remediation, to

Figure 1
Suggested portfolio components (Stratton, 1991)



document growth, and to establish future program changes (Zigmond & Silverman, 1984). For instance, standardized and nonstandardized tests, and self-evaluation reports and comments can be collected.

Statements of clearly defined goals created by the teacher and the student, criteria for grading, peer critiques, anecdotal records, checklists, drafts, revisions, and final products can also be assembled and evaluated (Krest, 1987).

Graves (1990) advocates group sharing of evaluative techniques and the self-selection of individual pieces through labeling, in which students state their reactions to a work sample. For example, he comments "Choose two pieces that were hard to write. Take a pencil and write 'hard to write' at the top" or "Listen for the descriptive words that tell about the main character you read about in this short story"

A comparison portfolio is another evaluation process that compares and contrasts a student's beginning and end-of-term performance in reading and writing (Flood & Lapp, 1989). Such evaluative elements as these put students in the center of the evaluation process and encourage them to focus upon their own learning (Seidel, 1989).

Figure 2
Busboom's literacy-based portfolio development model

Based on J. Busboom, *Evaluation: Portfolio documentation of student literacy learnings*, paper presented at the Whole Language K-12 Conference, Milledgeville, GA, USA, February 1991.

Scenario

A portfolio from a college developmental reading class is presented here as an example. "Reading Comprehension and Vocabulary Development" is an entry level course for college developmental learners. The 10-week course focuses on summary writing, improving basic reading strategies, and increasing vocabulary through classroom instruction and self-pacing. Students also receive instruction in finding the central focus, inference, study skills, and story structure.

The objectives for the course are developed by the reading component and represent departmental policy. Within these objectives and texts, however, instructors can pursue goals using diverse methods and materials. Final grades are determined by evaluating how well each student meets departmental objectives.

At the end of the 10 weeks, a portfolio from a typical student in this reading class contained the followng data:

- A general information card, giving address, phone number, areas of major interest, other classes being taken, weekly schedule (including out of school activities), and other responsibilities (families, jobs, etc).
- A written paragraph in which the students introduced themselves to the instructor. For those hesitant to respond, suggested topics were given, such as: How did you arrive at this point in your life? What do you see in your future? What can you tell about yourself that would help the instructor get to know you better? This information became the first piece of the data in the portfolio.
- A survey of study habits.
- Pretests in summary writing and determining main idea and details. These would be used later for comparison and determination of growth and change.
- Weekly vocabulary quizzes and drafts of summaries in various stages of completion.
- Any work requested as additional practice by teacher or students.
- Computer printouts of the results of objective exams testing main idea, central focus, and details (item analysis of strengths and areas needing improvement, percentage scores on sections of the test).
- An action research project that emerged during the quarter, namely results of a cooperative learning activity focusing on improving summary writing and encouraging student control of instruction.
- Final exams in summary writing and vocabulary.
- Students journals. These revealed responses to assignments and to class activities (e.g., the action research project) as well as students' personal concerns. Some topics were assigned; other responses were "open response."

This literacy-based portfolio was patterned after the components addressed by Stratton (1991)—structure, contents, timeline, assessment, and postassessment—and those of Busboom (1991)—attitudinal awareness, process, product, and evaluation/feedback.

Managing the portfolio

Structure. At the beginning of the quarter, students were told that all materials generated during the course would be kept by the instructor to aid in assessment. Students were comfortable with the fact that a variety of information would be used by both instructor and student to evaluate progress and determine a course grade.

Contents. A list of possible contents of the folder of student work was discussed. Students seemed almost relieved that they would not be responsible for keeping track of important papers. The *focus* of the portfolio was discussed, based on the stated course objectives. Students were assured that the *audience* would be instructor and individual student only. Confidentiality would be protected and the information would not be available to others. Finally, students were told that they would assist in selecting pieces of *evidence* they wished to be considered for evaluation. Not all works in the portfolios would be graded; emphasis would be placed on those pieces students considered to be most representative of certain stages of their learning process.

Timelines. Students were told that at least two conferences would be scheduled during the course, one at midquarter and one as grades were being assigned. However, they were encouraged to schedule a conference with the instructor at any time to discuss progress or portfolio contents. For those who appeared to be having difficulty, the instructor suggested more frequent conferences.

During conferences, students were encouraged to discuss the contents of the portfolio, especially those pieces that presented difficulty or were particularly easy or interesting, and those in which they took pride. The instructor made general notes of the conference and provided individualized instruction as needed.

Assessment. While the quizzes and exams were more rigidly and objectively assessed, summaries were holistically scored and, as a result, there was subjectivity in that assessment. Also, students were concerned about the grading of journal responses. Some tensions eased during initial class discussions. While students could select pieces for evaluation, some of the portfolio contents were assigned to meet

the objectives of the course and were therefore required for evaluation. Even in these cases, students were sometimes allowed to select the higher test score if there were two assessments of the same material.

A grade sheet was designed by the instructor for use during the final conference. The required grades were entered; the remaining readers were selected as a result of the interaction between student and teacher. Together they determined a course grade and discussed whether or not it was a fair assessment.

Postassessment. Finally, students were told that the instructor would keep the portfolio until final grades were officially sent by the university and received by the student. This portfolio of student work could be used in the case of student appeals. Because the instructor's research agenda involved examining the content of student journals (assessing such items as patterns, types, length, and content of responses), students were asked if their journal responses might be used in research if anonymity were assured. Students generally agreed, but wished the remaining contents of the portfolio to be destroyed. However, since this was the entry level course and some students would not be exempt from the exit level course, the instructor suggested that the portfolio be held to benefit the new instructor.

The portfolio described here can be refined and enhanced. For instance, more measures of attitudinal awareness could be included, especially assessment of metacognitive aspects of learning. More products of learning could be added, depending on course demands and instructor creativity. There is room for more standardized assessment tools. But the students and the instructor did agree that the portfolio method better serves the purpose of assessment than simply assigning midterm and final grades with little explanation.

Portfolios as collaborative reflection

Perhaps Valencia (1990) best outlined a philosophy behind portfolio assessment when she said that by using portfolios "we choose to consider the full range of relevant experiences and accomplishments as multiple indicators of achievement" (p. 338). Portfolios attempt to capture the essence of each student through the use of authentic tasks. According to Valencia, real-life reading *becomes* assessment; it is ongoing and continuous and is used to "chronicle development."

This "collaborative reflection" on the learning process helps students see that learning is never completed. Achievement is not measured by a score on a test; achievement is a multidimensional, multipurpose process that should capture the complexity of the reading task.

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Authentic Assessment, Evaluation, and Documentation of Student Performance

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For the past few years we have been working with educators in school districts in the New Jersey and New York area to examine assessment alternatives in elementary education. In these schools, teachers and administrators are investigating a variety of approaches to evaluating children's learning. While some of the approaches can be considered "new"—in the sense that they reflect contemporary research—the investigation of alternatives is equally a matter of taking stock of current teaching practices in order to capitalize upon assessment opportunities inherent in the classroom. As one teacher expressed it, "I don't really need a lot of new data about the children—rather I need better ways of using what I have."

In large part, the interest in assessment options has been prompted by curriculum reform in the districts. For example, teachers in many of the schools are broadening their approaches to reading instruction along the lines of "whole language" or "developmentally appropriate" practice. Greater emphasis is placed upon purposes and meaning of reading with less specific emphasis on isolated subskills. More attention is given to responding to children's interests and styles of learning, with less strict adherence to a prescribed sequence. As teaching practices change in these more open, child-oriented directions the gap between the "lessons" of instruction and the content of traditional tests becomes wider.

Author's note Work described in this chapter has been supported by a grant from the Bruner Foundation. The text was part of a presentation made at the California ASCD Symposium on April 4–5, 1990.

Assessment interest have also been prompted by accountability concerns, especially the need for organizing the data of the classroom in ways that are credible and comprehensible to all constituencies—student, teacher, parent, and community.

Much of the work in the schools has centered on portfolios and related techniques that highlight student work and performance as the core data of assessment. As districts cut back on their use of conventional achievement tests, these work-sample approaches constitute a tangible step in designing alternatives intended to promote a better alignment of assessment and instruction. There is much variation among districts in the particular features of these alternatives but the goals seem constant: namely, to implement assessment practices that (a) capitalize on the actual work of the classroom, (b) enhance teacher and student involvement in evaluation, and (c) meet some of the accountability concerns of the district.

Although interest in assessment is widespread, progress in establishing viable alternatives has been uneven. One difficulty is that naturalistic assessment approaches entail new roles for teachers and students in the process of evaluation; thus, much more is required than simply replacing one type of instrument with another. For example, provisions must be made to bring staff together around central questions of design of assessment and standards for interpretation of data. Involvement of this sort has no counterpart in conventional achievement testing programs. In keeping with the national literature on assessment, the options being developed in these districts could variously be described as "authentic," "alternative," or as "performance measures," depending upon preference. But it needs to be noted that these terms are essentially placeholders, and probably useful ones at that. They are nontechnical and open to interpretation, a looseness of definition that buys some time. This allows us—whether teacher, administrator, researcher, or parent—to explore and evaluate some options. A few years from now I suspect other terms will become more functional—"portfolio" is one such word, "exhibition" another.

Interest in assessment methods that are closer to classroom practice is growing. This interest in performance measures and other kinds of open-ended, more naturalistic approaches to assessment is, I believe, positive. But there is not, to my knowledge, a consensus about what a new generation of assessment strategies and instruments will specifically look like. We will surely see major changes in educational assessment

during the coming decade, but such change will take many forms, many directions, and evolve out of considerable trial and error.

Some Definitions

Given this context, I would like to draw attention to the language of assessment and educational evaluation. I am not usually one to spend time defining terms; however, there are occasions when it is important to take stock of language, to think about meanings we may ascribe to some critical terms. In doing this, my intention is not to offer operational or penultimate definitions, but to highlight distinctions to serve as a framework for discussions.

Assessment vs. Testing

The Encyclopedia of Educational Evaluation (Anderson et al. 1975) defines assessment as a process for gathering information to meet a variety of evaluation needs. As a process, assessment is built around multiple indicators and sources of evidence, and in this sense is distinguished from testing.

> Assessment, as opposed to simple one-dimensional measurement, is frequently described as multitrait-multimethod, that is, it focuses upon a number of variables judged to be important and utilizes a number of techniques to assay them. . . . Its techniques may also be multisource. . . and/or multijudge (p. 27).

Tests, questionnaires, interviews, ratings, unobtrusive measures, are all identified as techniques serving assessment. This definition reminds us that an assessment plan or program presumes some breadth and variety of strategies and procedures. In such a view, tests may contribute to the program, but they should not define it.

Figure 2.1 represents the scope of assessment activities as they might apply to elementary education. Such a schema, or something like it, is necessary to maintain perspective as we work on particular instruments or methodological issues.

The framework says, in effect, that a program of assessment in a school or district should be based on multiple methods, representing three quite different strands of evidence. For convenience, I have grouped various methods into three major categories of equal weight in formulating or evaluating assessment practices.

FIGURE 2.1
Assessment Program; Lines of Evidence

Observations Student behaviors (Interviews)	Performance samples Work products Artifacts	Tests or test-like procedures

Observation, the first source of evidence, refers to the sort of information that teachers note in everyday work with children, that is, cues in children's language and behavior that signal their interests, their thinking, their relationships. This category includes too the children's own observations and ideas about their works.

Undoubtedly, this is potentially the richest source of information, yet most elusive to recording. Rating forms, narrative descriptions, checklists, logs, and anecdotes have mixed results. The best formats for maintaining observational records are those that teachers themselves have had a hand in shaping. One person's favorite rating sheet is another's income tax form.

Performance samples are the tangible documents, or artifacts, that carry the stamp of children's accomplishments—their writing, reading, drawing, computations, constructions. In the case of literacy assessment, we have given particular attention to samples of spelling (invented), writing, drawing, dictation, and to running records of oral reading performance.

Tests refers to the full range of devices—from commercial instruments to teachers' own techniques—for checking up on student learning. In the case of reading assessment, this category might include informal reading inventories, end-of-unit tasks, and teachers' quizzes.

With this or a similar schema as a framework, a number of districts are cutting back on standardized testing, particularly in the early grades, while attempting to elevate the role of teachers' observations and samples of student performance. Few educators contest the idea that evaluation of children's progress in reading and writing should be broadly based—"multitrait-multimethod," to invoke the Encyclopedia's language. Yet, until recently, the lion's share of assessment in many districts has been consumed by testing, the mode of assessment that is the weakest and most ambiguous in what it reveals about children's strengths and capacities. The schema underscores the importance of turning to other, more direct indicators of learning.

A framework embodying multiple methods creates some space for undertaking developmental work on observational strategies or on portfolio approaches to performance. Such space is essential. If these other methods and approaches are seen as alternative forms of testing—instead of optional assessment strategies in their own right—then expectations derived from the traditions of testing are prematurely placed on new forms of instruments. These expectations may or may not be appropriate. The matter of score reliability, for example, is of great consequence for traditional achievement-testing practices that entail one-shot administration of high-stakes instruments. But it's not so important when procedures call for observations of a child across many settings, not just one; and it's not so critical in a program of assessment that calls for sampling pupil work at intervals over time.

A framework that highlights multiple strands of evidence buys time for developing and evaluating options, allowing various approaches to get off the drawing boards. Politically, it also means that you don't have to ask people to discontinue testing in all its forms; rather, you're asking for serious attention to a different order of information. One legacy of conventional testing is the expectation that a uniform set of procedures, administered on a single occasion, can satisfy multiple and sometimes conflicting needs for information and evidence. The schema provides a framework for moving away from such instrument-dominated models.

Assessment vs. Evaluation

A second aspect of the Encyclopedia's definition directs attention to a distinction between assessment and evaluation. In its derivation, the word assess means "to sit beside," to "assist the judge." It refers to a process of collecting and organizing information or data in ways that make it possible for people—teachers, parents, students—to "judge" or evaluate.

> It therefore seems appropriate . . . to limit the term assessment to the process of gathering the data and fashioning them into an interpretable form, judgments can then be made. . . . Assessment, then, as we define it, precedes the final decision-making stage in evaluation (Anderson et al. 1975, p. 27).

In an assessment program, teachers participate in a common plan of data collection and review, which might be called a plan for documentation (Chittenden and Courtney 1989). Guidelines are followed so that the data are shareable, public, and open to examination.

But the valuative judgments concerning the implications of those data—whether the judgments pertain to the progress of a child or the quality of a program—are necessarily more complex and open to debate and discussion.

Assessment data of any kind are but indicators of learning. (Webster's dictionary points out that assessment involves *estimating*, not measuring, the value of. . . .) The evidence associated with such indicators should be unambiguous to the extent that parameters of its collection are understood by teachers, parents, and students. Writing samples, reading samples (e.g., running records), and recorded observations can all be obtained via ground rules and guidelines that are commonly adopted and broadly understood. The evaluation of that evidence, however, can still be open to interpretation. Different people will form somewhat different judgments concerning the implications of the data, but any ensuing debate will be grounded in shared information.

Settings for Assessment

So much for definitions. What are some recommendations stemming from school districts' current experiences?

Based on my work with ten districts, the first general recommendation I would pass on is to spend time looking closely at assessment practices and opportunities in the classroom. New directions in school or district assessment should, wherever possible, build on classroom practices while extending them in some directions.

In the course of an ordinary school day, teachers do many things to monitor and evaluate children's learning, and while teachers do not necessarily label those things as assessment, those practices should be examined and made more explicit. For example, a useful question to pose to teachers is something on the order of: What are indications to you that a child is making progress as a reader? What does the child do? Not do? When, where?

As teachers discuss these matters, you can construct a list that captures dimensions of their answers. It will become apparent that in the primary grades, at least, teachers find indicators of children's literacy learning in a *variety* of settings. One list of settings is shown in Figure 2.2. The list will vary somewhat with particular classrooms and practices, of course, but the central message will remain: Teachers of young children can observe children's responses to books and print on many sorts of occasions, not just one "diagnostic" occasion. Children's reactions at

story time, for example, provide solid indication of their comprehension of narrative; their choices at quiet reading time provide many cues about interest and habits; their oral reading and comments on texts reveal much about their strategies and facilities for dealing with print.

The database for literacy assessment in elementary classrooms is potentially a broad one. And as teachers incorporate a greater variety of activities and materials into their reading program, the base can become that much more solid. It is true, sometimes, that teachers worry that they won't know "where the children are" when they shift from a single-dimensional basal program to a more variegated, literature-based approach. But these same teachers will then be in a position to know much more about the child as a reader—about her interests, choices, strategies, and skills—because the opportunities for assessment have multiplied.

FIGURE 2.2
Classroom Settings for Assessment of Reading.

Story-time: teacher reads to class (responses to story line; child's comments, questions, elaborations)
Independent reading; book-time (nature of books child chooses or brings in; process of selecting; quiet or social reading)
Reading Group/Individual (oral reading strategies: discussion of text; responses to instruction; conferences)
Reading-related activities or tasks (responses to assignments or discussion focusing on word-letter properties; word games/experience charts)
Writing (journal, stories, alphabet, dictation; invented spelling)
Informal settings (use of language in play, jokes, story-telling, conversation)
Books and print as resource (use of books for projects; attention to signs, labels, names; locating information)

Source: Chittenden, E., and R. Courtney. (1989). "Classroom Based Assessment in Early Childhood Education." In *Emerging Literacy*, edited by Strickland and Morrow. Newark, Del.: International Reading Association.

Keeping Track, Checking Up, Finding Out

A second outcome from examining classroom assessment practices has to do with the purposes of assessment more than with specific procedures. Who is assessing whom? For what reasons?

Assessment is an attitude before it is a method. And in elementary classrooms there are three quite different attitudes or stances that teachers adopt with respect to monitoring and evaluating children's learning. Although these assessment stances are largely complementary, they sometimes conflict.

Keeping Track

The first attitude or stance might be described as one of "keeping track." What activities have children been involved in? What books has a child been reading? Which children have not yet finished the activities?

Teachers devise a great many ways for making records that serve their keeping-track concerns. Informal folders and inventories such as checklists and classlists are examples, and the children themselves can contribute to the process through daily journal entries or other modes of accounting. Over the course of a year, a fairly substantial track record of activities and accomplishments may be compiled, all under the umbrella of keeping track.

Checking Up

The second attitude of classroom assessment might be termed "checking up." Elementary teachers do this in many ways, formally and informally. Essentially, teachers ask questions or observe a child's reactions to determine whether the child has learned certain things.

In its more formal mode, checking up is synonymous with testing. Someone once defined a test as any situation in which Person A asks Person B a question to which A knows the answer. Much of this sort of interrogation goes on in our schools, whether in the guise of classroom discussions or final exams. In one way or another, we continually check up on students. Do they know the correct answer? The main idea? The point of the lesson? Notice that in each case we, the adult, presume to know the answer to the question being posed. Yet if one thinks about it, this sort of question is not characteristic of normal everyday conversations and interactions. It is peculiar to the school setting.

Finding Out

The third assessment attitude or stance is, I believe, the most interesting and probably the most critical to successful teaching. This might be termed an attitude or purpose of "finding out."

Here, the teacher's purpose is one of inquiry, of figuring out what's going on. What did the child mean? What do you suppose the children got from that story? (Versus did they get the main idea?) In this stance, teachers may again be asking questions but clearly not with the intent of checking up—an intent that is quickly communicated to children. In this case, Person A does not know the answer.

Inquiry is going on when a kindergarten teacher encourages children to talk about some of the things they noticed on a trip. There is no right answer. Or when an elementary teacher introduces a science activity by seeking evidence of the children's prior knowledge and interest: "What questions do you have about the caterpillars? Have you ever seen something like them before? Where?"

The find-out stance is fundamental to the success of the sort of decentralized and process-oriented curriculums now being advocated in many places. These curriculum statements call for instruction that is responsive to the needs, interests, and resources of the children in the classroom—particular children in particular classrooms from particular communities. This is not a canned curriculum to be implemented in standard fashion; it is instead a framework for responsive teaching.

The curriculum framework sets forth general purposes but presumes that each classroom will differ in the detail of the realization of those larger goals. Assessment-as-inquiry, as finding out, is therefore at the heart of instruction, whether such instruction goes by the name of whole language or hands-on science. Finally, to complete the picture, is a fourth stance, that of "summing up" (Engel 1990), which explicitly addresses the needs of accountability through reporting to parents, districts, and students. The effort here is aimed at organizing information in ways that are meaningful beyond the classroom door.

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The development of assessment options is not just a technical matter of instrument design. Instead, to implement appropriate, practices, we need to reconsider the overall plan and purposes of educational evaluation as well as specific procedures. What sorts of

information do we really need? How often? To what end? And what do students, teachers, and parents actually learn from assessment efforts?

For such reasons, new programs for documenting children's learning—as they are being developed in a number of school systems—differ from conventional assessment practices along several dimensions. For instance:

New assessment practices	*Conventional practices*
• Are ongoing, cumulative	• Are annual
• Use open-ended formats	• Are multiple-choice
• Draw upon a variety of settings	• Are based on a single setting
• Are theory-referenced	• Are norm-referenced
• Are teacher-mediated	• Are teacher-proof

Without adequate attention to the design and function of assessment programs, there is little reason to expect that new kinds of instruments, as embodied in portfolios, performance tasks, or other formats, will prove worth the effort.

We need to give three quite different lines of evidence proportionate attention when we develop options for documenting children's learning. We also need to differentiate between assessment activities and the evaluations they serve. That is, ground rules for collecting and organizing information can be designed without insisting on standardization of judgment. Finally, the point of departure in constructing more sensitive assessment strategies should be the examination of classroom practice. If the methods or strategies don't make sense at this very local level, there is little reason to push toward wider implementation.

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